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ABSTRACT

The history of the Chapman College Residence Education Center (REC) System is traced from 1958 to 1982. After experimenting near its home campus in Orange, California, the program has grown to 41 centers in California and eight other states, including the Navy's shipboard PACE program. In 1958 the college met the request of students at nearby El Toro Marine Corps Air Station and began holding evening classes. In 1965 four military bases requested the college to set up programs at their sites. By the end of the 1981-1982 fiscal year, center course enrollments reached over 28,000, the student body numbered over 4,000, and PACE was producing over 10,000 enrollments a year. The program also serves individuals who are not in the military. Each center handles its own functions, such as revenue, course registrations, admission, and financial aid applications. A manual on REC operations has also been developed. About half of REC center directors have also had military experience, 84% hold graduate degrees, and half are approved to teach center courses. Information is included on REC curriculum and students, academic quality control, enrollment patterns, other off-campus competition, and REC and the home campus. A 10-page bibliography and 14 appendices providing statistical tables and supplementary additional data on the program are included. (SW)

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THE RESIDENCE EDUCATION CENTER SYSTEM OF CHAPMAN COLLEGE, 1958-1982: AN ESSAY WITH BIBLIOGRAPHY AND APPENDICES

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An Historical Overview

At the end of 1982, the Chapman College Residence Education Center system had completed a twenty-four year history of steady growth, developing from a modest experiment near its home campus in Orange, California, into a sizeable operation that consisted of 41 centers in California and eight other states and included the Navy's west coast PACE program as well. The path to this success was one of hard work on the part of all those responsible for the operation over the years, and in their loyalty and resourcefulness they seemed to mirror the very qualities of those who had brought the small, liberal arts College from its humble beginnings in 1918 to its readiness for an off-campus move in 1958. Indeed, if the research conducted for this study had done little more than to reveal the remarkable amount of dedication that existed on the part of the school's many leaders, it would have at least served as a well-deserved tribute to their efforts.

Beginning with Charles Clarke Chapman who founded the Los Angeles based College as an institution for his church, the Disciples of Christ, and who gave to it a considerable amount of his wealth, the school had, in fact, a succession of able administrators who seem to have also given just as generously of themselves. Chapman's first president, Dr. Arthur Braden (1924-1929), for example, was responsible for turning the school into a full liberal arts college capable of growing beyond its church related purposes, and later, Presidents Cecil F. Cheverton (1929-1941) and George N. Reeves (1942-1956) made some very personal sacrifices, even forgoing their own salaries, in their efforts to keep the College afloat

during the Depression and war years when enrollments became dangerously low. In addition, President Reeves saw the school through its temporary period at Whittier College while the military made use of its Los Angeles campus, and he was also responsible for moving it to its new home in Orange in 1954 where it began anew to garner support and become an institution of recognized merit. Then, with the coming of President John L. Davis in 1957, the College had yet another man of considerable vision to guide it, for it subsequently moved into an era of expansion and growth that not only produced the nation's only shipboard education program, the World Campus Afloat (1965-1975), but which also anticipated the country's off-campus movement by nearly fifteen years when it met the request of students at nearby El Toro Marine Corps Air Station and began holding evening classes there in 1958.

In the long run, it was the precedent set at the El Toro military base that was to have the most lasting effect on the College, and again it was because of the skills of those who administered the new venture that it grew into such a vast system of off-campus activity. Most important to getting the endeavor off to a sound start was Dr. Wilfred Landrus who as head of the school's Evening College from 1962-1965 must be credited with the growth which began to occur at El Toro during that time. As previous head of the school's Department of Education from 1958-1961, Dr. Landrus had developed the College's first graduate degree in Education, and the introduction of this degree option along with Dr. Landrus' managerial skills helped the El Toro operation grow and become an important arm of the College. Then, in 1963 when offi-

cials at March Air Force Base asked Chapman to conduct classes at their installation, Dr. Landrus set up an efficient administrative system by which to operate the school's programs at its new site, and this system formed the blueprint for all of the school's later off-campus activities. In fact, it was not long before the plan was used again, for in 1965 when four military bases requested that Chapman set up programs at their sites as well, President Davis established the Division of Residence Education Centers to coordinate the undertaking and relied on Dr. Landrus to serve as its first director.

For the next two years, then, Dr. Landrus devoted his full attention to making the REC operation a success, and by the time he was ready to return to his post as Head of the Department of Education in 1967, the REC included eight centers, had a student body of over 900, and had accounted for over 4,000 course enrollments for the 1966-1967 academic year (September-August) (see Appendix C). Then, under the directorships of Lloyd Lewan (1967-1969) and Dr. Wendell Hammer (1969-1970), the REC continued to grow so that by June, 1970, there were ten centers in the system, accounting for a student body of over 1,000 and course enrollments of nearly 8,000 (see Appendix C).

While the growth of the REC during these first few years was certainly remarkable, it was all the more so because of the fact that the College did not necessarily make a concerted effort to find new locations where its programs could be offered. Instead, it was the military who came to Chapman, seeking its help in providing off-duty educational programs for its various bases, and the

College merely responded to these requests wherever there was a real need. With the appointment of Dr. John O'Connel as chairman of the REC in June, 1970, however, the operation began to take a very different approach.

Dr. O'Connel believed that the REC was capable of reaching a great many more potential students and wanted to turn the operation into a huge network of off-campus military centers that would not only service thousands of people who might otherwise be left without many educational opportunities, but which would also provide an exceedingly lucrative source of support for the College as well. Fortunately, both President Davis and his successor, Dr. Donald Kleckner (1971-1975), agreed with Dr. O'Connel's assessment, and buoyed by an enormous capacity for getting things done, Dr. O'Connel set out to accomplish his goal. Four and one-half years later he had achieved his purpose and more, for he had opened 29 additional centers in eight different states, he had raised the student body to over 3,500 and increased course enrollments to more than 30,000 (see Appendices B & C), and he had obtained a contract to operate the Navy's west coast PACE program which eventually involved servicing some 125 ships a year. In addition, Dr. O'Connel was responsible for developing the first REC manual and instituted a number of new procedures which helped strengthen the operation's administrative system and contributed to the academic quality of its programs as well. Thus, when Dr. O'Connel left the College in December, 1974, his legacy to it was unquestionably great, and this was still apparent in later years as the operation continued to build on the structure he had developed.

The contributions of Dr. William Kennedy, Dr. O'Connel's successor, have also been quite crucial, however, for he took over the REC at a time when the home campus was soon to face a severe financial crisis and when the growth of competition was beginning to hurt the off-campus operation as well. Nonetheless, because of Dr. Kennedy's resourcefulness in delivering new programs to new markets, particularly in regard to civilians, the REC managed to remain a strong and successful enterprise which continued to provide support to the home campus even after its own revitalization under the leadership of President G. T. Smith (1977). For his part, what Dr. Kennedy did was to use such programs as the school's two-year Health Science degree for registered nurses as well as its Computer Science and Electronics degrees as a basis for opening new centers and for compensating for losses which occurred among older programs at many of the REC's previously established sites. He was also willing to take measured risks as evidenced by his investment in the TAPE program, and his judgment regarding which centers to expand and which to close proved sound. In fact, by the end of the 1981-1982 fiscal year (June 1-May 31) center course enrollments reached over 28,000, the student body numbered over 4,000, PACE was producing over 10,000 enrollments a year, and at $2,930,000 the operation's net income was higher than it had ever been in the history of the REC (see Appendices C & D).

Certainly, the accomplishments of those responsible for the success of Chapman College and its REC system is a subject worthy of historical record, but the research conducted for this study produced a great deal more information pertaining to that success,

particularly in regard to the operation of the REC and its significance as a provider of off-campus education. Accordingly, these additional findings have been subdivided into ten areas and will be dealt with as such in summary fashion in the sections below.

REC Organization and Operational Procedures

The Chapman College Division of Residence Education Centers functions as a quasi-independent unit within the institution's organizational structure. It has a central office on campus from which its Vice President supervises center activities with the help of two Associate Deans and an administrative staff, and it operates on its own budget which is prepared on an annual basis. Reporting directly to the President and the Board of Trustees, the Vice President is responsible for all aspects of the off-campus operation. Areas over which he does not have final authority include the budget, which must be accepted by the Board of Trustees, and the approval of new programs and part-time instructors, each of which rests respectively with the campus faculty and appropriate department heads. In addition, the introduction of any graduate program at an off-campus site must be approved by the Graduate Council.

The centers themselves are operated by directors who report directly to the Vice President of the REC. At one time regional directors or deans were used to supervise center activities, but this additional organizational layer proved unwieldy and was disbanded. Today, the directors' duties include managing the center office, planning term schedules, recruiting faculty and contracting those that are approved, recruiting and counseling students, imple-

menting marketing strategies, and maintaining the College's academic policies. In addition, they submit annual budget proposals for their centers to the Vice President and implement those budgets once approved. In sum, each center functions as a microcosm of the home campus in that all revenue, course registrations, admission and financial aid applications, and other pertinent documents are processed through the center office before being sent to the appropriate department at the home campus, and most other activities associated with running an academic institution, such as the making of expenditures and the improvement of facilities, are handled at the center level as well.

The procedures by which the above named activities are carried out are written in the REC manual, a compilation of some four hundred pages of information that details all REC operations. While this Manual is to be followed in its entirety, directors still exercise a considerable amount of freedom in the supervision of their centers. Their authority over course scheduling, faculty selection, marketing techniques, and the management of their offices, for example, demands a high degree of ability and intelligent discretion. To a large extent the REC is a system that operates on good faith, and to the extent that its directors have lived up to their responsibilities, it has done well.

REC Administrative and Staff Profile

Other than its first director, Dr. Wilfred Landrus, the REC has been headed by a succession of men with many years of military experience. Lloyd Lewan had been a U.S. Marine Corps officer, for

example, and all three of the REC's subsequent heads--Dr. Wendell Hammer, Dr. John O'Connel, and Dr. William Kennedy--had had military careers as colonels in the U.S. Air Force before coming to the REC. This, of course, is in keeping with the fact that most of Chapman's centers have been opened on military bases, and to have had men with strong backgrounds in the service head the REC has no doubt been useful in the development of the school's relations with the military establishment.

Similarly, since the REC was first established, about half of its center directors have also had military experience, a fact which is still true in regard to those directors on military bases in 1982. Another characteristic of current center directors is that 84% hold graduate degrees and half are approved to teach courses at their centers, a prerogative that some have used to their advantage in maintaining a closer relationship with the center's students. Chapman's staff employees are also well educated, with about 63% having college degrees, a consideration which seems to play an important part in the satisfaction of the REC's primarily older clientele who prefer dealing with school employees who are near their age and have similar skill levels. The only disadvantage to hiring better educated employees is that Chapman's staff salaries are apparently too low to keep them for more than an average of two years. On the other hand, lower salaries have allowed the REC to staff its centers with more help than are found at some comparable off-campus centers currently being operated by other institutions.

REC Curriculum and Students

Since 1963 Chapman's off-campus centers have used eight,

nine, or ten-week term schedules and most centers have conducted five or six terms each year. This form of scheduling was not particularly new to Chapman because under its single subject system which was active from 1945-1958, students had studied the same course five days a week during intensive six-week sessions. The difference with the off-campus system, however, is that all courses are held in the evening, with classes meeting either for two and one-half hours twice a week or for longer periods of time on a once-a-week basis. In addition, most courses carry three semester credits, so students who choose to take two courses per term can complete anywhere from 30 to 36 credits a year depending on the number of yearly terms available at their centers. Overall, the arrangement has served the RECs' predominantly working clientele well, and in the early years the singularity of Chapman's accelerated evening format was one of the things that made its off-campus system popular among both military personnel and civilians who lived on or near the bases where the school's centers were located.

The degree programs which have been offered at the off-campus sites over the years have also been important to the operation's reputation, for all have maintained the same requirements as those at the home campus and in this way students have been assured of their academic merit. The nature of these programs has changed, however, in accordance with student preferences, and the changes have generally taken one of two forms: either program requirements have been modified or the number and types of programs available have been expanded.

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The most significant modifications to the school's program requirements occurred at the undergraduate level in 1971 when the campus faculty agreed to drop its residency rule for off-campus students. Prior to this time, REC students had been required to attend two seminars on campus which lasted from one to two weeks each, and though this was in itself a modification of an earlier requirement which had called for the completion of 12 semester credits on campus, students had just as much difficulty complying with the later rule as the earlier one. Also dropped in 1971 were several of the school's general studies requirements, including those in religion, philosophy, and a foreign language. These had all been an additional source of consternation to the College's off-campus students who as working adults felt that such requirements were impractical and inappropriate to their needs.

In the end, the campus faculty made a complete revision of its entire general studies program in 1971, and in so doing it developed a curriculum that was much more attractive to its own campus students as well as to those who attended classes at the off-campus sites. Though some members of the faculty approved these changes rather reluctantly, they were vital to the continued strength of the REC which was beginning to meet with competition, and they undoubtedly placed the home campus more in line with the academic policies of other institutions.

The expansion of the REC's degree offerings has also served to strengthen the off-campus system by making it possible for the operation to attract more students. In the early years, undergraduate students sought Social Science and Business Admin-

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istration degrees most often, and until 1968 graduate students were limited to the school's only master's degree, an M.A. in Education. During the mid and late 1960s, however, the REC's curricular offerings at both levels increased, with undergraduates choosing to study for degrees in Government, History, Psychology, Sociology, and Math as well as Social Science and Business Administration, and graduates enrolling in the College's new master's programs in Counseling and History. Then, between 1972 and 1974 several new programs were developed by the home campus which proved especially appropriate for the RECs. At the graduate level these included Master of Arts degrees in Administration, School Counseling, Counseling Psychology, Correctional Counseling, and Marriage, Child, and Family Counseling, all of which contributed to the growth of the RECs' graduate student body which was mainly composed of working adults who were seeking professional advancement. Still, the largest graduate programs were those in Correctional Counseling which catered to law enforcement officers being sponsored by a federally funded educational program (LEEP) and the M.A. in Education whose growth was largely in response to a state-wide teacher shortage. At the undergraduate level two new degrees were developed which were also of some importance and these consisted of a B.A. in Criminal Justice and an Associate of Arts degree with a liberal arts emphasis. The latter degree was the only one ever developed by the campus faculty which was not to be offered at the home campus as well, but since it mainly consisted of the school's general studies program, it did not represent a radical departure from the faculty's policy of only approving degrees for use at the RECs which were also offered at the home campus.

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By 1975 the popularity of many of the REC's strongest programs began to wane (see section on Enrollment Patterns below), and the REC started making use of a few of the newer degrees that had been developed by the home campus. One of these was a Bachelor of Arts in Health Science which was designed to build on the two- or three-year programs completed by registered nurses, and this degree became the most popular program in the REC's history. Other new degrees which have been added more recently include undergraduate programs in Computer Science and Electronics and one graduate program in Organizational Behavior and Human Resource Management which was designed in part by REC administrators.

An important characteristic to note here is that while the REC's programs and clientele groups have changed over the years, the general market to which the off-campus operation has directed its attention has in a sense remained the same. Since its earliest years, that is, the REC has always catered to working adults in pursuit of professional advancement, and this characteristic applies to its military students as well as to its civilian clientele. In addition, though the off-campus operation began mainly as a service to military personnel, its student body quickly became almost evenly divided between civilian and military students, a situation which anticipated the subsequent rise in the return of adult learners to college campuses throughout the country. In fact, had Chapman College made a greater effort to reach those adults when competition was still minimal, it might have been able to develop an even stronger base of support, for it not only offered the programs

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adults needed, but it conducted them at accessible locations on a convenient accelerated evening format, factors which other schools later discovered to be crucial in attracting adult students.

REC Academic Quality Control

Protecting the academic quality of its off-campus degree programs has always been a major concern at the Chapman home campus. First, degrees are not even approved for off-campus programming unless a center director can show evidence of appropriate faculty and library support. Second, each major program is monitored by a home campus coordinator who checks student records for proper course completions and who visits the centers to meet with students and faculty and advise directors on course scheduling and faculty selection. Third, REC instructors must be approved by the head of the appropriate home campus academic departments, and though they are contracted for each course taught on a part-time basis, they must possess credentials that are equal to those of full-time home campus faculty. Fourth, all courses must be taught according to home campus syllabi and instructors are required to submit copies of their own course outlines as well. Fifth, part-time faculty are generally allowed to teach only one course per term and student evaluations of their teaching abilities are conducted for each course and sent to the home campus for review. Finally, directors try to maintain a sense of institutional identity among their instructors by holding faculty meetings and setting up faculty advisory committees.

Overall, the measures that Chapman has taken in order to maintain its academic integrity in the field appear to work quite

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well. By 1982 most home campus faculty were satisfied with the quality of the off-campus programs, and the Western Association of Schools and Colleges gave the operation its full approval after visiting each center in 1980. Students, too, have registered their satisfaction, with many stating that it was the quality of the REC programs that first attracted them to the off-campus centers. When taken together, these endorsements suggest that Chapman College has done well by most standards, and to this extent it stands apart from many other institutions whose off-campus programs have received severe criticism in recent years for operating with less attention to quality than to recruitment and profit.

REC Openings and Closings

Although Chapman's off-campus operation was maintaining 41 centers at the close of 1982, it had actually opened a total of 61 centers during its twenty-four year history. Of these, 47 were established on military bases within the continental United States and 14 were opened in civilian communities in the states of California and Nevada (see Appendix B). While all of those on military installations were started at the invitation of the base commands, as of 1972 many of these invitations were first solicited by the College itself and most were obtained from bases located outside the state of California. This out-of-state move was made possible by the termination of the school's on-campus residency rule in 1971, and since it anticipated by a few years the subsequent saturation of Chapman's in-state markets by new competition, it helped offset later losses in some in-state center enrollments.

Similarly, of the 14 civilian centers which were opened over the years, ten were established during or after 1975, a fact which was also indicative of the REC's need to make up for enrollment losses which occurred at that time at some of its older centers.

While the opening of the school's 61 centers proceeded at a relatively steady pace throughout the years, 85% of the 20 permanent closings which occurred took place after 1974. These closings were not induced by the effects of the new competition mentioned above, however, for the centers involved were seldom forced to close on that basis alone (see Appendix B). Instead, the military closings mainly resulted from the lack of an adequate population base or the closing of the military bases themselves, and in one case (Fort Lee, Virginia), state regulations made the continued operation of the center prohibitive. Likewise, of the civilian centers that were closed, most had been located in areas where the market simply proved inadequate to support their programs. Thus, despite the large number of closings which occurred between 1975 and 1982, they did not signal a decline in the strength of the REC. Moreover, since for every center that was closed, a new one was opened, by 1982 the REC consisted of the same number of centers as it had at the beginning of the period. Of course, while the overall steadiness in the system's size indicates a certain amount of stability during this time, it also underscores the fact that by 1975 its greatest growth in terms of center numbers had already been reached.

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REC Enrollment Patterns

Not surprisingly, as the REC system expanded throughout the 1960s and early 1970s, total course enrollments grew as well, and by the end of the 1973-1974 academic year they had reached 31,886, the highest total the REC was ever to generate (see Appendix C). This record enrollment level cannot be attributed to expansion alone, however, for the system's geographic development was in turn predicated upon the viability of the REC's programs and these had been broadened during the late 1960s and early 1970s to include many more degree options, some of which were aimed at previously untapped target groups (see Appendices H & I). In addition, up to this point the steady rise in the REC's popularity had for the most part been unfettered by competition, and the REC had consequently developed into a large operation whose relatively unique approach to education made it attractive to military personnel and civilians alike.

By the fall of 1974, however, the introduction of many more competing programs began to affect the REC's ability to grow. Later, three additional factors took their toll as well, and these included a change in student preferences and the loss of two major sources of student funding. The preferential changes affected the REC's Social Science, Psychology, and Education programs the most, for at this time students began seeking what they considered more practical degrees. The funding losses which occurred took place during the later 1970s and included, first, the phasing out of the LEEP program (1977-1981) which had sponsored Correctional Counseling and

Criminal Justice students and, second, the changing of Veterans Administration benefits (1976) so that full tuition support was no longer available.

The impact of all these changes was appreciable, and the effects of some were reflected in a subsequent decline in REC enrollments. By the end of the 1980-1981 fiscal year, for example, total course enrollments had dropped to 25,647, a difference of over 6,000 from their earlier high in 1974 (see Appendix C). At the same time, however, student head count remained relatively stable during this period (see Appendix C), so it appears that net enrollment losses were probably due more to a reduction in the average number of courses taken per student than to other factors. This in turn suggests that REC students had become economy minded and that with the loss of LEEP funding and the reduction in Veterans Administration benefits, fewer were willing to make the investment that taking more courses required. Certainly, the growth of competition and the change in student preferences that also occurred during this period had important effects on the REC, but its administrators offset these effects by the introduction of new programs and the targeting of new population groups. The College's Health Science degree for registered nurses, for example, was a primary source of new students and it made up for substantial losses in the number of students who had once sought its older programs. Unfortunately, there was nothing the REC could do about the losses in student funding or, for that matter, the inflationary spiral that had taken over the nation's economy, and consequently, its only recourse was to continue attracting as many students as possible

through the development of new programs.

By the close of 1982, it appeared as though the REC might, in fact, have begun to turn the corner in its struggle to forestall declining enrollments, for at the end of the 1981-1982 fiscal year, they had climbed to 28,165, a figure which amounted to 2,500 more than that of the previous year (see Appendix C). It is important to note, however, that the REC's TAPE program which provides courses by video-tape and which was only just instituted in 1981, accounted for nearly 2,000 of this increase, and this fact illustrates the point that the path to future success will undoubtedly be in the development of program options which can attract new types of students or serve the needs of current student groups in new ways.

The REC and Competing Programs

As mentioned elsewhere in this study, the growth of off-campus competition among competing institutions began in the early 1970s and took a significant turn upward by the middle of that decade. The off-campus activities of California's tuition-free state schools, for example, had mushroomed to such an extent by that time that nearly every military base and civilian community in the state had its share of off-campus learning options. Many of California's private schools as well as public and private institutions from out of state also became familiar off-campus figures throughout the state by the mid 1970s, and they included such institutions as Golden Gate University (San Francisco), the University of Southern California (Los Angeles), the University of Redlands (Redlands), Pepperdine University (Los Angeles), the University of La Verne (La Verne), National University (San Diego),

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Webster College (St. Louis), Southern Illinois University (Carbondale), and Embry-Riddle Aeronautical University (Daytona Beach). While the off-campus programs of every one of these schools affected one or more of Chapman's in-state centers, many reached Chapman's out-of-state centers as well where local state and private schools were also entering the off-campus arena. Thus, where Chapman had virtually stood alone at one time, it was now surrounded by competing programs, and it was forced to recruit more ardently than it had ever done before.

The extent to which Chapman's REC operation served as a model for other schools which subsequently took up off-campus programming is not known, but it would seem that by its very existence and, even more importantly, by its success, it might have acted as an inducement to other schools which were looking for ways to compensate for declining home campus enrollments. Certainly, the off-campus operation of at least one institution, the University of La Verne (previously La Verne College), bears a striking resemblance to that of Chapman. Started in 1968, this operation describes its off-campus sites as "residence centers" and set up its offices in nearly identical fashion to those of Chapman's RECs. In addition, the degree options it offers have always been very nearly the same as those at Chapman, and its scheduling format and procedures for hiring instructors and maintaining quality control are also quite similar. Thus it would seem reasonable to conclude that to some extent this institution, which is located just 30 miles from Chapman, probably used Chapman's REC as a pattern for its own operation, and during its own subsequent

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growth it may well have served as an example in itself to other schools which were later to begin off-campus operations.

Whether or not the REC served as a model for other off-campus operations is not nearly as important, however, as the effect these operations have had on Chapman's ability to attract new students. The greatest problem for Chapman has been that in comparison to the programs of its competitors, some of its own have begun to appear obsolete, and their requirements have merely served to further inhibit the interest of prospective clientele. The dropping of the school's residency rule as well as its religion, philosophy, and foreign language requirements was an early response to this problem, but other requirements such as its comprehensive examinations at the graduate level have never been changed, and these tend to undermine center recruiting efforts. Despite this, the home campus faculty has been unwilling to make its older programs more attractive, and the REC has consequently had to recruit new students by offering new degree options that are innovative and timely enough to compete with the programs of other institutions. Its Computer Science program is an example of this approach, for this degree is not only a timely one, but its availability in the off-campus setting is still somewhat unique. In the long run, if the REC can continue to offer such new options as this, it may be able to retain its position as an important provider of off-campus programs regardless of the competition with which it is surrounded.

The REC and the Military Establishment

It is highly probable that had it not been for the military's need for on-base academic programs Chapman College would

never have ventured into the off-campus field. On the other hand, in the early years when few schools would consider moving off-campus, Chapman showed military officials in California that with the proper system it was possible to maintain high quality, full degree programs on base, and this must have had a favorable effect on their opinion regarding the viability and potential of off-duty education. Moreover, in later years Chapman continued to demonstrate its skill in meeting military needs by sending instructors to remote radar sites, developing one of the earliest Contract Degree programs and, most importantly, by placing instructors aboard ship for a full term or more under the Navy's PACE program. In fact, in the case of the PACE operation, there can be no doubt as to Chapman's impact, for in handling the program as it did, it caused it to grow beyond anyone's expectations and it set a precedent for operating the program which is still followed today. Thus, while the military most certainly had a profound effect upon Chapman College, its relationship with the school was mutually important in that Chapman made a substantial contribution to the expansion and development of the military's educational activities.

The REC and the Home Campus

Throughout the history of the REC, the Chapman home campus has monitored the operation's activities carefully, particularly in regard to the maintenance of appropriate academic standards. The campus faculty, for example, has always exercised a great deal of control over the REC, determining which programs it could offer and which instructors it could hire and demanding evidence that

campus policies had been carried out. In the long run, this arrangement undoubtedly protected the REC's academic quality and to that extent it worked well. On the other hand, the slowness of the faculty to accept the REC as a valid and important part of the College was a problem to which all of the REC's early administrators had to give a great deal of attention. In fact, even though faculty resistance seems to have subsided in recent years, the REC still finds it difficult to generate an appreciation for its needs among campus personnel, especially in regard to program development which has always progressed at too slow a pace. One can only speculate as to how long it would have taken the faculty to revise its general studies program, for example, had President Davis and the REC not stressed the urgency for action, and although in this particular instance the REC's impact on the home campus was ultimately favorable, some faculty members still failed to appreciate the extent to which their aims and those of the off-campus operation were similar. Both wanted to build strong programs worthy of national recognition, yet most of the time when their aims did finally coalesce into the development of a new program, it seemed to occur by accident rather than by design.

At base, this problem between the REC and campus faculty might have been avoided had President Davis consulted the faculty when he formally established the REC back in 1965, but as it was the operation was started without the benefit of a consensus from the home campus as to what its goals should be and how it should fit into the campus scheme of things. Thus the faculty never had the opportunity to feel that the project was of their own making,

and for this reason they may have viewed the REC as an entity which stood apart from the main business of the College but which nevertheless required control and diligent supervision if it were to live up to Chapman standards. In any case, it took REC administrators a long time to break down the worst of the barriers, but by inviting the faculty to become more involved in the operation's affairs through such things as the REC Council and the use of program coordinators, they managed to convince the campus of the REC's merit and relations gradually improved.

In the meantime, the administration of the REC was also carefully supervised, and it was not until 1976 that the head of the operation was finally given vice presidential status and granted full authority over REC affairs. By that time, however, the REC was generating a great deal of income and it had proved its ability to conduct itself wisely. Its net income had soared from just $222,956 in 1969, for example, to an impressive $2,184,000 by the end of the 1975-1976 fiscal year (see Appendix D), and it is probable that the Board of Trustees was anxious to let the operation run as efficiently as possible so that it might continue to produce such agreeable returns. Even though indirect costs to the College have never been figured into the REC budget, a net income of over two million dollars clearly indicated a substantial profit, and given the fact that the home campus had recently suffered one of the worst financial crises in its history, this constant and sizeable flow of income from the REC served as a crucial source of support.

During the next few years, however, the home campus survived its crisis, becoming in fact much stronger under the leadership of President G. T. Smith than it had ever been before. At the same time, the REC continued to annually produce net revenues in excess of two million dollars (see Appendix D), reaching as much as $2,930,000 by the end of the 1981-1982 fiscal year. Still, REC income has yet to be used for reinvestment in the operation in as substantial a way as might be expected. While the Computer Science program is one example of intelligent financial allocation, there are many other areas where reinvestment is sorely needed such as program development, marketing, and staff and faculty salaries. With the academic market as competitive as it is today, the College should seriously consider the needs of the REC and make financial provisions for its continued success. For years, the REC has responded to the needs of the home campus; it seems as though it is now time for the home campus to respond to those of the REC. Ultimately, the two operations share the same goals, and thus it would be wise for them to function accordingly.

The REC: Strengths, Weaknesses, and Prospects for the Future

The greatest strengths of the REC are the quality of its academic programs, its service to students at the center level, and the dedication of its administrators, staff, and faculty. Its greatest weaknesses include the obsolescence of its approach to handling paperwork, its lack of expertise in regard to marketing, and its poor articulation with the home campus which has resulted in slow response time to center requests and an even slower reac-

tion to the need for program development. On balance, the system's weaknesses outnumber its strengths, yet despite its shortcomings, it has continued to function successfully and provide quality programs, a fact which very probably reflects the abilities of those responsible for its operation. Even so, with tuition costs rising, the uncertainty of future military support, and the promise of increased competition, the REC may be forced to find ways to remedy its weaknesses if it is to maintain its present size and strength.

Of course, while there are technological solutions to handling paperwork efficiently and consulting services available to help with marketing, the less tangible problem of developing a greater sense of identity and cooperation between the REC and home campus is one which will require strong leadership on the part of campus and REC administrators alike. Chapman College has a great deal to offer prospective students both on the home campus and at its off-campus sites, and it has a history of service of which it can be proud; but unless it begins to coordinate its efforts with greater attention as to how the REC and home campus can help each other, it may miss an important opportunity to insure its future success.

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Interviews

Booth, D. R. Telephone interview. December 22, 1982. Dr. Donald Booth has held the following posts at Chapman College: Head, Department of Economics and Business, 1962-1973; Head, Division of Social Sciences, 1965-1967 and 1971-1975; Associate Dean of Graduate Studies, 1973-1977; Executive Vice President and Dean of the College, 1977-1979; Dean, School of Business and Management, 1979-1980.

Brown, T. Personal interview. October 6, 1981. Dr. Thomas Brown served as the director of three off-campus centers for varied periods of time between 1965-1977. More recently, he was the assistant director at Chapman's Redding REC.

Brubaker, D. Telephone interview. February 3, 1983. Ms. Donna Brubaker is the assistant director at Embry-Riddle Aeronautical University's off-campus center at Norton AFB in Riverside, California.

Casey, P. Telephone interview. February 1, 1983. Dr. Peter Casey served as an instructor for Chapman's PACE program for four years before becoming the assistant director of the program in 1980 and director in 1982.

Chapman, I. C. Telephone interview. December 22, 1982. Mr. Irvin Chapman graduated from Chapman College in 1933 and has served as secretary of the Board of Trustees since 1940. Mr. Chapman is the son of Charles and Clara Chapman.

Chapman K. Telephone interview. December 7, 1982. Ms. Kathleen Chapman has been the director of Chapman's Miramar NAS center since 1980.

Childers, L. Telephone interview. December 8, 1982. Dr. Lloyd Childers has held the following posts at Chapman College: director, PACE program, 1972-1974; REC Associate Dean for Administration, 1974-1979; director, Alameda NAS REC, 1980-present.

Conrad, C. Telephone interview. December 9, 1982. Dr. Cyril Conrad has been the director of Chapman's San Diego Naval Training Center REC since 1976. Prior to that he served as the director of two other centers between 1968-1975 and was a regional director for six years. He was also the Assistant Dean of Students aboard the World Campus Afloat in 1967 and 1968.

Critchley, E. Telephone interview. January 26, 1983. Mrs. Elizabeth Critchley is the assistant director of the University of LaVerne's off-campus center at North Island NAS in San Diego, California.

DeBaets, D. Telephone interview. January 12, 1983. Mr. Don DeBaets has been the director of Chapman's George AFB REC for twelve years and served as a regional director for three years.

Delp, P. S. Telephone interview. December 23, 1982. Mr. Delp graduated from Chapman College in 1928 and taught philosophy at the College during the years 1929-1930, 1932-1942, and 1966-1973.

Devine, H. Personal interview. July 31, 1981. Dr. Howard Devine has been the REC Associate Dean for Academic Affairs since 1979 and has taught in the Department of Education at the College since 1977.

Devine, H. Telephone interview. January 4, 1983.

Eckstein, J. Personal interview. July 31, 1981. Mr. Jack Eckstein has served as the REC fiscal analyst since 1978.

Gitin, M. M. Telephone interview. January 12, 1983. Ms. Miriam Gitin taught social work and sociology at Chapman College during the years 1971-1982.

Greis, R. Telephone interview. June 9, 1983. Dr. Rudolph Greis has held the following posts at Chapman College: director, out-of-state operations, 1972-1974; REC Assistant Dean, out-of-state operations, 1974-1978; REC Associate Dean for Academic Affairs, 1979-1980. Dr. Greis is currently director at Chapman's Peterson AFB REC.

Griffiths, M. Telephone interview. January 14, 1983. Dr. Merwin Griffiths held the following posts at Chapman College: Chairman, Division of Social Sciences, 1967; Dean of the College, 1968; Vice President for Academic Affairs and Dean of College, 1970; Vice President for International Studies, 1971-1975.

Gruber, J. P. Telephone interview. December 22, 1982. Mr. John Gruber has taught sociology and criminal justice at Chapman College since 1973. He also served as Dean of Graduate Studies during the 1977/1978-1980/1981 academic years and is currently the head of the Chapman Criminal Justice Institute.

Hammer, W. A. Telephone interview. December 23, 1982. Dr. Wendell Hammer served as Director of the REC during the 1969/1970 academic year. Prior to that he had been director of the March AFB REC in 1967 and Dean of the World Campus Afloat in the fall of 1968.

Kennedy, W. E. Personal interview. July 23, 1981. Dr. William Kennedy has served as the Vice President for REC since 1976. In 1975 he was Dean of the REC and in 1974 he was the REC Associate Dean for Academic Affairs.

Kennedy, W. E. Personal interview. December 14, 1982.

Kleckner, D. C. Telephone interview. December 15, 1982. Dr. Donald Kleckner was President of Chapman College from 1971-1975.

Krisman, E. M. Telephone interview. June 3, 1983. Mr. Edward Krisman has served as a civilian Educational Services Officer for all of the various branches of the Armed Forces, beginning in 1954. He is presently a Senior Education Specialist for the Navy at San Diego Naval Station in San Diego, California.

Landrus, W. M. Personal interview. October 8, 1981. Dr. Wilfred Landrus has held the following posts at Chapman College: Dean of Students, 1955-1958; Head, Department of Education, 1958-1961 and 1967-1970; Director, Evening College and Summer Sessions, 1962-1965; Chairman, Division of REC, 1965-1967. Throughout his association with the College he has taught courses in education and psychology.

Landrus, W. M. Telephone interview. December 13, 1982.

Lane, D. Telephone interview. February 28, 1983. Mr. Dennis Lane has been the REC Computer Science program advisor and co-ordinator since 1980.

Lewan, L. Telephone interview. August 4, 1982. Dr. Lloyd Lewan was the Director of the REC from 1967 to the spring of 1969. He had been a center director since 1966 and was associated with the World Campus Afloat during the years 1969-1975.

Lewan, L. Telephone interview. December 8, 1982.

Little, R. L. Personal interview. January 26, 1983. Dr. Richard Little is the director of Southern Illinois University's off-campus center at North Island NAS in San Diego, California.

Lynch, W. Telephone interview. June 29, 1981. Mr. Walker Lynch has been the director of Chapman's Camp Pendleton REC since 1972. Prior to that he was the center's assistant director for four years.

Martin, R. Telephone interview. June 8, 1982. Mr. Richard Martin has been the director of Chapman's Castle AFB REC since 1971. Prior to that he was the center's assistant director for one year.

Mead, G. Telephone interview. June 10, 1983. Ms. Mead served as coordinator for Chapman's Law Enforcement Education Program from 1973-1981.

Myers, J. Personal interview. January 24, 1983. Mrs. Judy Myers is an academic counselor at National University's recruiting office at San Diego Naval Station, San Diego, California.

O'Connel, J. Telephone interview. August 2, 1982. Dr. John O'Connel served as Chairman of the REC from 1970 through 1975.

O'Connel, J. Telephone interview. December 16, 1982.

Owens, E. E. Personal interview. July 23, 1981. Mr. Emery Owens has served as Registrar at Chapman College since 1954.

Owens, E. E. Telephone interview. December 22, 1982.

Reeves, G. N. Telephone interview. December 23, 1982. Dr. George Reeves graduated from Chapman College in 1927. He subsequently taught religion courses at the College in 1936, was a member of the Board of Trustees from 1936 to 1942, and served as President of the College from 1942-1956.

Thorn, E. Telephone interview. June 6, 1983. Ms. Elizabeth Thorn has been an administrator for the Western Association of Schools and Colleges in Oakland, California, since 1965.

Sadler, C. Telephone interview. Fabruary 3, 1983. Ms. Catherine Sadler is the program coordinator for the University of Southern California's off-campus center in San Diego, California.

Shenouda, H. Personal interview. September 18, 1981. Mr. Halim Shenouda has been the Chapman College financial analyst since 1979.

Smith, G. T. Personal interview. February 14, 1983. Mr. G. T. Smith has been the President of Chapman College since 1977.

Teterick, J. Telephone interview. January 14, 1983. Mr. Jim Teterick has been the director of Chapman's March AFB REC since 1971.

Utter, J. W. Telephone interview. December 21, 1982. Mr. James Utter graduated from Chapman College in 1929 and taught history there from 1945-1971.

Van Horn, H. Personal interview. July 23, 1981. Dr. Harold Van Horn served as an REC center director for ten years before becoming the REC Associate Dean for Administrative Affairs in 1980.

Wargo, W. Personal interview. May 14, 1981. Mr. William Wargo has been an REC center director or assistant director since 1972. He is currently the director of Chapman's San Diego Community REC.

Wargo, W. Telephone interview. December 16, 1982.

Williams, B. C. Telephone interview. December 22, 1982. Dr. Bert Williams graduated from Chapman College in 1935 and while teaching philosophy at the College since 1943 has held the following positions: Head, Division of Humanities, 1958-1969; Associate Dean of Undergraduate Studies, 1970-1974; Dean of Undergraduate Studies, 1975-1980.

APPENDIX A

CHAPMAN COLLEGE REC LOCATIONS - 1982

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APPENDIX B

REC OPENINGS AND CLOSINGS 1958 - 1982

No.	Opened	Center	Civilian/Out of State	Closed	Reason for Closing
1	1958	El Toro MCAS		Closed 1973-1981 Reopened 1982	Poor market
2	1963	March AFB			
3	1965	George AFB			
4	1966	Beale AFB			
5	1966	Vandenberg AFB			
6	1967	Norton AFB			
7	1967	Castle AFB			
8	1967	Camp Pendleton MCB			
9	1969	Santa Ana MCAS		1973	Poor market
10	1969	Miramar NAS			
11	1970	Mather AFB (Now Sacramento)			
12	1970	Los Angeles-HRD	C	1972	Temporary Program
13	1970	San Francisco-HRD	C	1972	Temporary Program
14	1971	Naval Training Ctr.			
15	1971	Edwards AFB			
16	1971	Lemoore NAS			
17	1971	29 Palms MCLB			
18	1971	San Diego NS			
19	1971	Travis AFB			
20	1971	McClellan AFB		1980	Consolidated-Mather
21	1971	Barstow MCLB			
22	1971	Ridgecrest	C	1977	Poor market

APPENDIX B (continued)

REC OPENINGS AND CLOSINGS 1958 - 1982

No.	Opened	Center	Civilian/Out of State	Closed	Reason for Closing
23	1972	Alameda NAS			
24	1972	Sharpe Army Depot		1980	Inadequate Population Base
25	1972	Duluth Int. Airport	0	1982	Base Closed
26	1972	Fort Lee, VA	0	1982	Unable to meet State Regulations
27	1972	McChord AFB, WA	0		
28	1972	ENT AFB, CO	0	1977	Base Closed
29	1973	Albany MCSC, GA	0	1979	Inadequate Population Base
30	1973	Hawthorne, NV	0	1977	Inadequate Population Base
31	1973	Minot AFS, ND	0	1976	Poor market
32	1973	Sierra Army Depot		1979	Inadequate Population Base
33	1973	Fallon NAS, NV	0		
34	1973	Ventura	C	1975	Poor market
35	1974	Warren AFB, WY	0		
36	1974	Hancock Field AFB,NY	0		
37	1974	Fort Ord			
38	1974	El Centro MCB		1977	Poor market
39	1974	Whidbey Island NAS, WA	0		
40	1975	L.A. East	C		
41	1975	Mare Island NAS			

APPENDIX B (continued)

REC OPENINGS AND CLOSINGS 1958 - 1982

No.	Opened	Center	Civilian/Out of State	Closed	Reason for Closing
42	1975	Elmendorf AFB, Alaska	O		
43	1976	L.A. West	C		
44	1976	Griffiss AFB, NY	O	1978	Competition
45	1976	Rancho	C	1977	Poor market
46	1977	San Diego Community	C		
47	1977	Mission Viejo	C	1977	Poor market
48	1977	Reno, NV	C/O		
49	1977	Kirtland AFB, NM	O		
50	1977	Peterson AFB, CO	O		
51	1977	Holloman AFB, NM	O		
52	1977	Eielson AFB, Alaska	O	1977	Inadequate Population Base
53	1977	Great Lakes NTC, IL	O		
54	1978	San Fernando Valley	C		
55	1980	Bangor NSB, WA	O		
56	1980	Cannon AFB, NM	O		
57	1980	Palm Desert	C		
58	1980	Redding	C	1982	Poor market
59	1981	Stockton	C		
60	1982	Davis-Monthan AFB, AZ	O		
61	1982	Moffet Field NAS			

NOTE: All information was derived from the following sources: Chapman College accreditation reports (1961, 1964, 1968c, 1972a, 1974b, 1980); Chapman College annual catalogs (1959/1960 to 1982/1983); and interviews (Childers, 1982; Conrad, 1982; Devine, 1983; Hammer, 1982; Kennedy, 1981 and 1982; Landrus, 1981; Lewan, 1982a; O'Connel, 1982a and 1982b; Van Horn, 1981).

APPENDIX C

CHAPMAN COLLEGE ENROLLMENT FIGURES 1958 - 1982

Year	REC Course Enrollments[a]	PACE Course Enrollments[b]	Year	REC Students Fall Terms I & II[c]	Home Campus F/PT Students Fall Semester[d]	WCA Students Fall Semester[e]
1958-1959			Fall 1958	85	701	
1959-1960	106		Fall 1959	48	685	
1960-1961	115		Fall 1960	70	808	
1961-1962	204		Fall 1961	59	924	
1962-1963	366		Fall 1962	106	1,085	
1963-1964	1,451		Fall 1963	338	1,100	
1964-1965	1,555		Fall 1964	508	1,190	
1965-1966	2,550		Fall 1965	533	1,346	280
1966-1967	4,363		Fall 1966	686	1,316	423
1967-1968	7,573		Fall 1967	925	1,607	502
1968-1969	6,405		Fall 1968	1,135	1,721	493
1969-1970	8,046		Fall 1969	1,047	2,005	470
1970-1971	10,397		Fall 1970	1,460	1,716	329
1971-1972	15,432		Fall 1971	1,614	1,855	365
1972-1973	21,247	2,628	Fall 1972	2,061	1,744	419
1973-1974	31,886	6,485	Fall 1973	3,359	1,761	442
1974-1975	29,812	7,454	Fall 1974	3,547	1,837	563
1975-1976	29,565	6,345	Fall 1975	3,493	1,793	383
1976-1977	29,725	7,802	Fall 1976	3,396	1,703	
1977-1978	28,395	8,294	Fall 1977	3,991	1,689	
1978-1979	26,408	9,393	Fall 1978	3,586	1,707	
1979-1980	26,931	10,417	Fall 1979	3,599	1,612	
1980-1981	25,647	10,205	Fall 1980	3,316	1,581	
1981-1982	28,165	10,848	Fall 1981	3,926	1,511	
			Fall 1982	4,028	1,465	

NOTE: All figures include both undergraduate and graduate enrollments.

[a]Course enrollments for the years 1959/1960 — 1973/1974 are based on each academic year (September-August) and were derived from Chapman College Registrar's records. Course enrollments for the years 1974/1975 — 1981/1982 are based on each fiscal year (June 1-May 31) and were derived from Chapman College REC fiscal records.

[b]Course enrollments for the Program for Afloat College Education operation are based on tabulations covering the period of October 1 through September 30 of each year. Totals for each year were derived from Chapman College PACE enrollment records (REC office).

[c]Up to the fall of 1963, student head count consists of only those students who attended classes at Chapman's El Toro MCAS site. Because these students took courses on a semester basis, their head count is based on the number who attended classes each September. Beginning in the fall of 1963, all additional locations held eight, nine, or ten-week terms, and student head count for these centers consists of the total number of individuals who attended classes during terms I & II (September through December). When El Toro classes switched to an eight-week term, their head count was tabulated accordingly. All head count figures cited here were derived from Chapman College Registrar's records.

[d]The Chapman College Registrar estimates that each year approximately 10% of the student body was enrolled on a part-time basis (less than 12 credits per semester) (Owens, 1982). All enrollment figures cited here were derived from Chapman College Registrar's records.

[e]Enrollment figures for the World Campus Afloat were derived from Chapman College Registrar's records.

APPENDIX D

REC REVENUE AND EXPENSES FOR FISCAL YEARS 1968/1969 — 1981/1982

Year	Revenue	Expenses	Net Revenue
1968-1969	$ 619,333	$ 396,377	$ 222,956
1969-1970	763,544	550,651	212,893
1970-1971	1,406,370	950,997	455,373
1971-1972	2,047,000	1,354,000	693,000
1972-1973	2,205,000	1,662,000	543,000
1973-1974	3,525,000	2,381,000	1,144,000
1974-1975	5,349,000	3,601,000	1,748,000
1975-1976	5,444,000	3,260,000	2,184,000
1976-1977	6,047,000	4,234,000	1,813,000
1977-1978	6,455,000	4,060,000	2,395,000
1978-1979	6,664,000	4,344,000	2,320,000
1979-1980	7,190,000	5,002,000	2,188,000
1980-1981	8,335,000	5,907,000	2,428,000
1981-1982	9,490,000	6,560,000	2,930,000

NOTE: Fiscal years ran from June 1 through May 31. Data consists of revenue and expense figures for all RECs and the PACE operation and were derived from Chapman College REC fiscal records. Information was unavailable for any years other than those cited.

APPENDIX E

REC COURSE ENROLLMENTS BY CENTER FOR FISCAL YEARS 1974/1975 — 1981/1982

Center[a]	1974-1975	1975-1976	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981	1981-1982
Alameda NAS	923	650	620	1,182	1,273	889	801	1,179
Bangor NSB							273	667
Barstow MCLB	562	445	329	273	152	120	153	183
Beale AFB	763	968	622	429	412	544	687	687
Camp Pendleton MCB	2,066	1,937	1,557	1,490	1,238	857	573	589
Cannon AFB							142	463
Castle AFB	2,278	2,151	1,684	1,083	676	899	927	918
Davis-Monthan AFB								57
Edwards AFB	1,215	850	802	790	614	755	649	521
Elmendorf AFB		1,523	2,832	1,916	1,505	1,894	1,933	1,876
El Toro MCAS[b]								
Fallon NAS	775	729	964	304	183	192	203	173
Fort Ord	934	1,931	1,714	1,517	1,443	1,304	1,114	1,315
George AFB	865	772	801	595	622	532	555	672
Great Lakes NTC[c]							211	269
Hancock Field AFB	172	356	497	525	370	386	379	368
Holloman AFB				476	765	917	613	578
Kirtland AFB[d]							342	459
Lemoore NAS	617	355	709	795	696	479	220	191
L.A. East		1,040	507	1,388	1,475	1,633	1,417	1,561
L.A. West			1,369	1,993	1,104	873	800	648
March AFB	1,625	1,264	1,130	1,140	779	643	652	641
Mare Island NAS[e]						155	317	405
Mather AFB (now Sacramento	1,916	1,002	535	320	691	934	1,094	872
McChord AFB	268	310	502	488	570	671	384	571
Miramar NAS	2,325	2,281	2,176	1,946	1,649	1,441	1,466	1,802

APPENDIX E (continued)

REC COURSE ENROLLMENTS BY CENTER FOR FISCAL YEARS 1974/1975 — 1981/1982

Center[a]	1974-1975	1975-1976	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981	1981-1982
Moffet Field NAS[f]								
Naval Training Ctr.	915	1,220	1,221	1,194	1,217	1,271	1,488	1,729
Norton AFB	1,006	752	852	739	536	768	633	621
Palm Desert							220	284
Peterson AFB				161	337	294	495	770
Reno[g]						75	133	105
San Diego Community				703	780	856	633	599
San Diego NS	1,442	1,373	1,350	972	873	827	763	855
San Fernando Valley					665	1,107	1,094	942
Stockton								172
Travis AFB	848	859	505	366	569	907	606	732
29 Palms MCLB	559	576	331	184	385	288	250	458
Vandenberg AFB	831	928	809	577	428	786	994	1,503
Warren AFB	334	667	1,045	1,059	912	939	857	672
Whidbey Island NAS	52	375	488	498	385	450	514	557

NOTE: Fiscal years ran from June 1 through May 31. All information was derived from Chapman College REC fiscal records.

[a]Only those 41 centers which were open as of December, 1982, are included in this appendix.

[b]The El Toro center was closed from 1973 through 1981. It was reopened in the fall of 1982.

[c]Until June, 1980, enrollments for the Great Lakes center were combined with those of the Duluth center.

[d]Until June, 1980, enrollments for the Kirtland center were combined with those of the Holloman center.

[e]Until June, 1979, enrollments for the Mare Island center were combined with those of the Travis center.

[f]Moffet Field enrollments are combined with those of the Alameda center.

[g]Until June, 1979, enrollments for the Reno center were combined with those of the Mather center.

APPENDIX F

REC RANKINGS BY SIZE OF 1981/1982 CENTER COURSE ENROLLMENTS

No.	Center	Enrollment 1981 - 1982	No.	Center	Enrollment 1981 - 1982
1	Elmendorf AFB	1,876	21	San Diego Community	599
2	Miramar NAS	1,802	22	Camp Pendleton MCB	589
3	Naval Training Ctr.	1,729	23	Holloman AFB	578
4	L.A. East	1,561	24	McChord AFB	571
5	Vandenberg AFB	1,503	25	Whidbey Island NAS	557
6	Fort Ord	1,315	26	Edwards AFB	521
7	Alameda NAS[a]	1,179	27	Cannon AFB	463
8	San Fernando Valley	942	28	Kirtland AFB	459
9	Castle AFB	918	29	29 Palms MCLB	458
10	Sacramento	872	30	Mare Island NAS	405
11	San Diego NS	855	31	Hancock Field AFB	368
12	Peterson AFB	770	32	Palm Desert	284
13	Travis AFB	732	33	Great Lakes NTC	269
14	Beale AFB	687	34	Lemoore NAS	191
15	Warren AFB	672	35	Barstow MCLB	183
16	George AFB	672	36	Fallon NAS	173
17	Bangor NSB	667	37	Stockton	172
18	L.A. West	648	38	Reno	105
19	March AFB	641	39	Davis-Monthan AFB	57
20	Norton AFB	621	40	El Toro MCAS	---

[a]Includes Moffet Field Center.

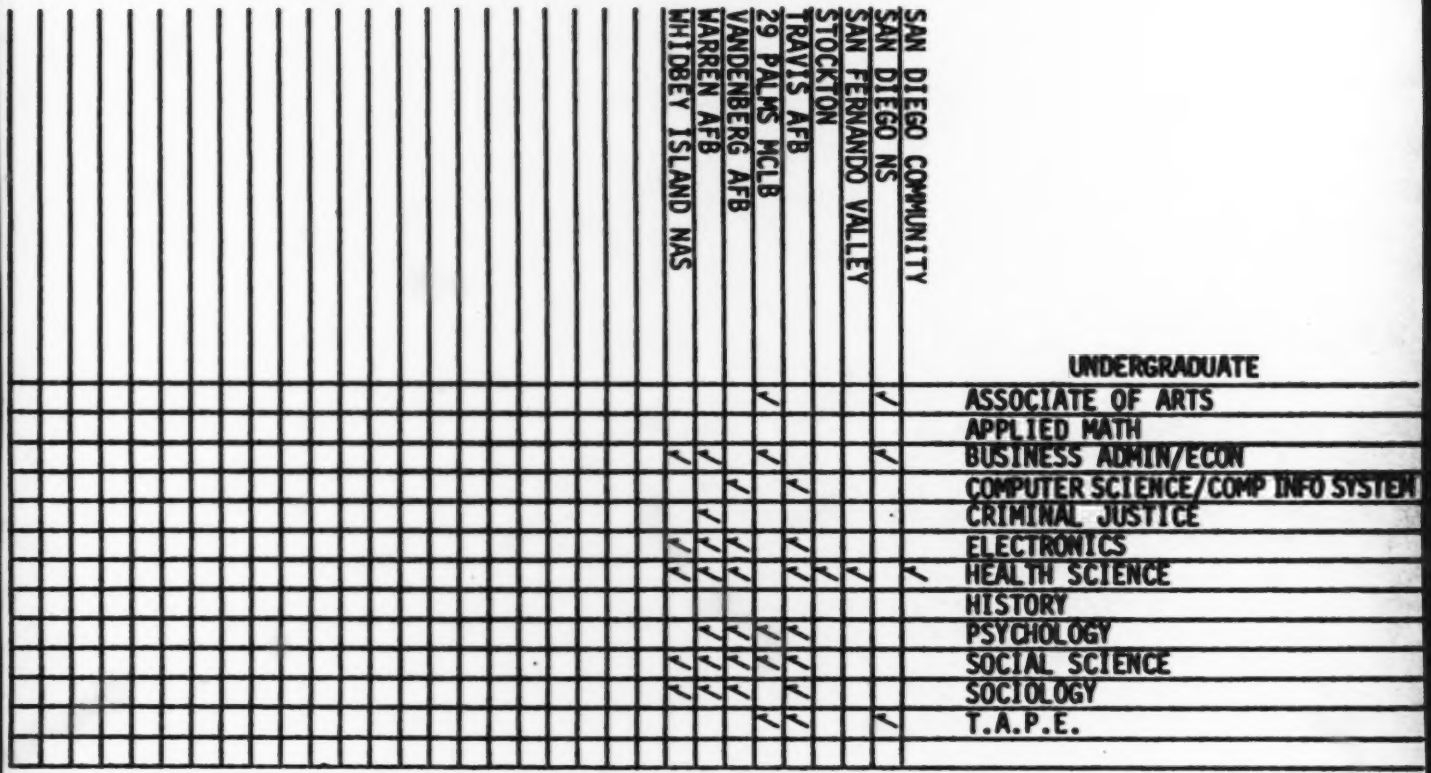
APPENDIX G

REC DEGREE PROGRAM OFFERINGS BY CENTER - 1982

UNDERGRADUATE	ALAMEDA NAS	BANGOR NSB	BARSTOW MCLB	BEALE AFB	CAMP PENDLETON MCB	CANNON AFB	CASTLE AFB	DAVIS-MONTHAN AFB	EDWARDS AFB	ELMENDORF AFB	EL TORO MCAS	FALLON NAS	FORT ORD	GEORGE AFB	GREAT LAKES NTC	HANCOCK FIELD AFB	HOLLOMAN AFB	KIRTLAND AFB	LEMOORE NAS	L.A. EAST	L.A. WEST	MARCH AFB	MARE ISLAND NAS	MATHER AFB (SACRAMENTO)	MCCHORD AFB	MIRAMAR NAS	MOFFET FIELD NAS	NAVAL TRAINING CENTER	NORTON AFB	PALM DESERT	PETERSON AFB	RENO
ASSOCIATE OF ARTS	✓							✓		✓															✓	✓	✓	✓	✓	✓	✓	✓
APPLIED MATH									✓				✓				✓															
BUSINESS ADMIN/ECON	✓	✓			✓		✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMPUTER SCIENCE/COMP INFO SYSTEM	✓																															
CRIMINAL JUSTICE																																
ELECTRONICS	✓	✓																														
HEALTH SCIENCE	✓																															
HISTORY																																
PSYCHOLOGY																																
SOCIAL SCIENCE	✓																															
SOCIOLOGY																																
T.A.P.E.	✓																															

APPENDIX G (continued)

REC DEGREE PROGRAM OFFERINGS BY CENTER - 1982



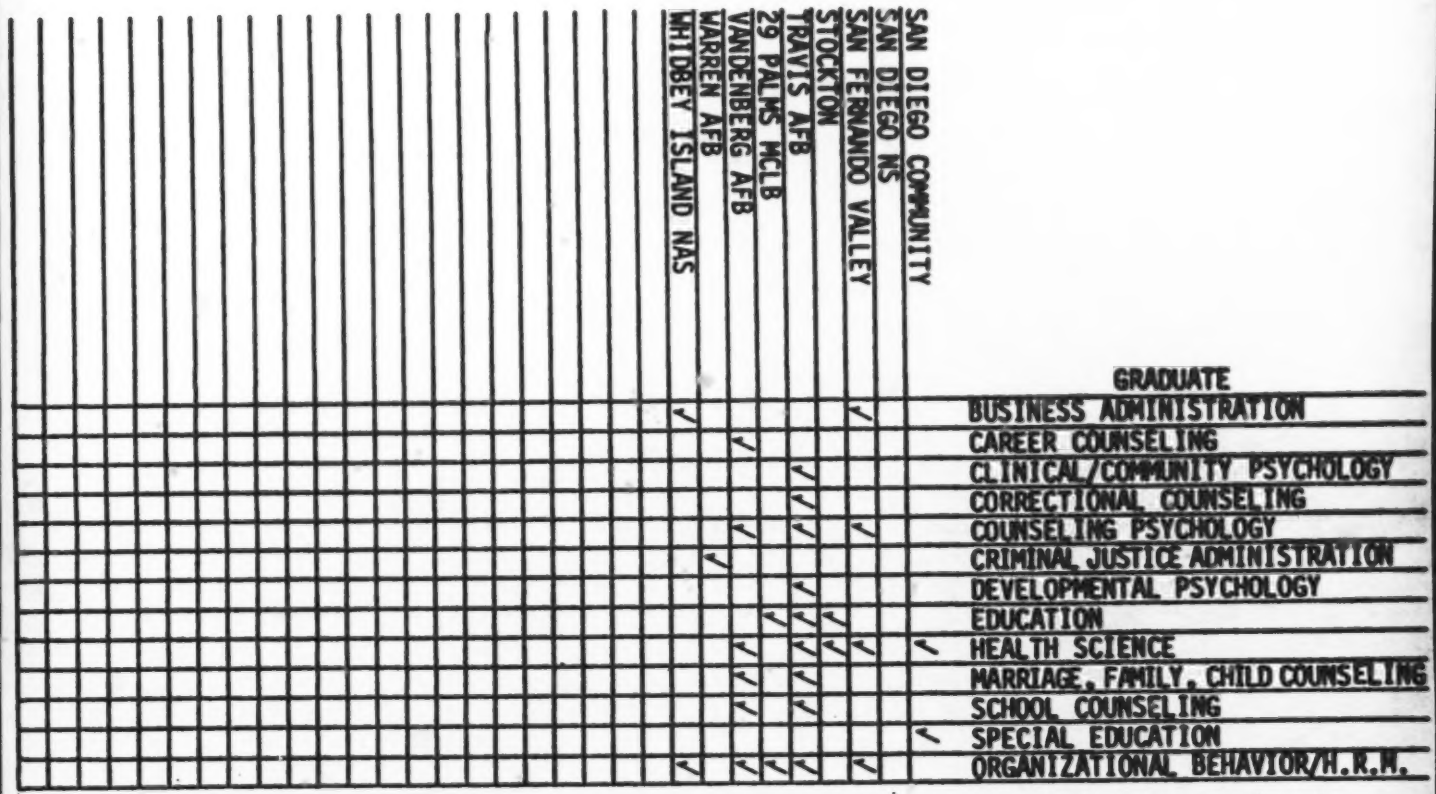
APPENDIX G (continued)

REC DEGREE PROGRAM OFFERINGS BY CENTER - 1982

GRADUATE	ALAMEDA NAS	BANGOR NSB	BARSTOW MCLB	BEALE AFB	CAMP PENDLETON MCB	CANNON AFB	CASTLE AFB	DAVIS-MONTHAN AFB	EDWARDS AFB	ELMENDORF AFB	EL TORO MCAS	FALLON NAS	FORT ORD	GEORGE AFB	GREAT LAKES NTC	HANCOCK FIELD AFB	HOLLOMAN AFB	KIRTLAND AFB	LEMOORE NAS	L.A. EAST	L.A. WEST	MARCH AFB	MARE ISLAND NAS	MATHER AFB (SACRAMENTO)	MCCHORD AFB	MIRAMAR NAS	MOFFET FIELD NAS	NAVAL TRAINING CENTER	NORTON AFB	PALM DESERT	PETERSON AFB	RENO
BUSINESS ADMINISTRATION	✓			✓						✓						✓			✓		✓			✓					✓			
CAREER COUNSELING							✓	✓					✓											✓						✓	✓	
CLINICAL/COMMUNITY PSYCHOLOGY													✓											✓						✓	✓	
CORRECTIONAL COUNSELING							✓													✓				✓								
COUNSELING PSYCHOLOGY									✓				✓			✓			✓	✓	✓	✓		✓					✓			
CRIMINAL JUSTICE ADMINISTRATION																								✓								
DEVELOPMENTAL PSYCHOLOGY													✓											✓						✓	✓	
EDUCATION			✓				✓							✓					✓	✓	✓	✓		✓	✓							
HEALTH SCIENCE	✓			✓					✓				✓											✓						✓	✓	
MARRIAGE, FAMILY, CHILD COUNSELING				✓									✓											✓						✓	✓	
SCHOOL COUNSELING							✓													✓				✓								
SPECIAL EDUCATION																								✓								
ORGANIZATIONAL BEHAVIOR/H.R.M.																								✓						✓	✓	

APPENDIX G (continued)

REC DEGREE PROGRAM OFFERINGS BY CENTER - 1982



NOTE: All information was derived from College administrative reports (unpublished) and telephone inquiries to center directors.

APPENDIX H

CHAPMAN COLLEGE UNDERGRADUATE MAJORS[a]

1958 - 1982[b]

1958:	Art, Biology, Chemistry, Economics & Business Administration, Education, English, Government, History, Home Economics, Music, Philosophy, Physical Education, Physics, Psychology, Religion, Science, Social Science, Sociology, Speech & Drama.	
1960:	+Math	
1965:	+Foreign Language	
1968:	+Social Welfare +Area Studies	
1970:	+American Studies +Anthropology +Geology +International Studies +Natural Science +Political Science	-Area Studies -Education -Government -Science
1973:	+Communications +Humanities	-Speech & Drama
1974:	+Criminal Justice +Electronic Technology +Spanish	-Home Economics
1975:	+Ethnic Studies +Health Science +Multiple Subjects (Ed.) +Social Work	-Social Welfare
1976:	+Communicative Disorders	
1977:		-Anthropology -Foreign Language -Math -Physics
1978:	+Business Administration +Economics	-Economics & Business Administration

1979:	+Computer Science +Food Science & Nutrition	-American Studies
1980:	+Electronics	-Electronic Technology -Geology -Multiple Subjects
1981:	+Math (Applied) +Education	
1982:	+Computer Information Systems +French	

NOTE: Information derived from Chapman College, Annual catalogs, 1958/1959 — 1982/1983.

[a]All majors were applicable toward Bachelor of Arts degrees with the following exceptions: majors in Biology, Business Administration, Chemistry, Electronics, Geology, Health Science, and Math were applicable toward a Bachelor of Science; Music majors could receive either a B.A. or a Bachelor of Music.

[b]Years cited include only those during which additions (+) and/or deletions (-) were made.

APPENDIX I

CHAPMAN COLLEGE GRADUATE DEGREES

1959 - 1982[a]

1959:	M.A. Education	
1964:	+M.A. Teaching +M.A. Instructional Systems Technology	
1968:	+M.A. Counseling +M.A. History	
1970:		-M.A. Instructional Systems Technology
1972:	+M.A. Administration +M.A. English +M.A. Correctional Counseling +M.A. Counseling Psychology +M.A. School Counseling	-M.A. Counseling
1973:	+M.A. Marriage, Family, and Child Counseling	-M.A. Teaching
1974:	+M.A. Special Education	
1975:	+M.A. Music	
1976:	+M.A. Clinical/ Community Psychology +M.A. Developmental Psychology +M.S. Communicative Disorders	
1977:	+M.B.A. +M.A. Criminal Justice Administration +M.S. Health Science	-M.A. English -M.A. Music

1979:	+M.A. Career Counseling	-M.A. Administration
	+M.S. Food Science and Nutrition	-M.A. History
1981:	+M.S. Organizational Behavior and Human Resource Management	
	+M.S. Sports Medicine	

NOTE: Information derived from Chapman College, Annual catalogs, 1959/1960 to 1982/1983.

[a]Years cited include only those during which additions (+) and/or deletions (-) were made.

APPENDIX J

REC BACHELOR'S DEGREES AWARDED BY MAJOR: 1975/1976 — 1981/1982

Bachelor of Arts	1975-1976	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981	1981-1982	Total
Anthropology						1		1
Communications		2			2			4
Comm. Disorders								
Criminal Justice	61	49	51	40	37	25	17	280
Econ./Bus. Admin.	143	128	114	102	76	18	7	588
Economics						3	1	4
English	2		1		1		1	5
Geology		1	1					2
History	14	12	11	5	6	2	2	52
Mathematics	1			1		1		3
Multiple Subjects				1	1	2		4
Philosophy		1						1
Political Science	4	5	6	1	7	2		25
Psychology	80	74	64	53	51	52	41	415
Recreation[a]			1					1
Social Science	189	119	106	79	70	66	41	670
Social Work[b]		2	4	2	1	1	1	11
Sociology	24	21	10	9	16	5	2	87

[a]A Physical Education Degree

[b]Previously, Social Welfare

APPENDIX J (continued)

REC BACHELOR'S DEGREES AWARDED BY MAJOR: 1975/1976 — 1981/1982

Bachelor of Science	1975-1976	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981	1981-1982	Total
Biology	1							1
Business Admin.					17	43	70	130
Chemistry	1							1
Computer Science						1	6	7
Electronics	11	11	24	28	57	82	92	305
Health Science	5	33	93	270	411	300	280	1,392
Math	2				1			3
Physics	1				1			2
TOTAL BACHELOR'S DEGREES	539	458	486	591	755	604	561	3,994

NOTE: Years city run from July 1 through June 30. Information for the years 1975/1976 — 1979/1980 was taken from Chapman College, Self-study, 1980, pp. 103-104. Information for the years 1980/1981 and 1981/1982 was derived from Chapman College commencement programs, 1981-1982.

APPENDIX K

REC MASTER'S DEGREES AWARDED: 1975/1976 — 1981/1982

Master of Arts	1975-1976	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981	1981-1982	Total
Business Admin.	58	45	17	2			1	123
Career Counseling							5	5
Clinical/Comm. Psych.			5	4	9	8	9	35
Correctional Couns.	65	41	30	15	20	14	3	188
Counseling Psych.[a]	27	33	38	36	34	28	22	218
Criminal Justice Admin.		1		10	18	20	14	63
Developmental Psych.			1	1	5	4	1	12
Education	134	158	87	47	50	43	49	568
History	3	7	6	1		3		20
Marriage, Family, Child Counseling	31	35	32	18	21	15	9	161
School Counsling	21	26	33	16	19	9	5	129
Special Education		6	9	10	17	19	10	71

APPENDIX K (continued)

REC MASTER'S DEGREES AWARDED: 1975/1976 — 1981/1982

	1975-1976	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981	1981-1982	Total
Master of Business Administration		7	39	42	50	51	40	229
Master of Science								
Health Science					6	35	28	69
Organ. Behavior/ H.R.M.							2	2
Total Master's Degrees	339	359	297	202	249	249	198	1,893

NOTE: Years cited run from July 1 through June 30. Information for the years 1975/1976 — 1979/1980 was taken from Chapman College, Self-study, 1980, p. 104. Information for the years 1980/1981 and 1981/1982 was derived from Chapman College commencement programs, 1981-1982.

[a]Previously, Counseling

APPENDIX L

CHAPMAN COLLEGE BACHELOR'S DEGREES AWARDED BY MAJOR TO HOME CAMPUS STUDENTS:
1975/1976 — 1981/1982

Bachelor of Arts	1975-1976	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981	1981-1982	Total
American Studies	3		1		1			5
Asian Studies		1						1
Anthropology	4		3	4				11
Art	10	12	10	5	10	6	10	63
Biology	3	7	4	6	6	3	6	35
Chemistry	4	2	2			1		9
Communications	15	11	9	6	18	18	29	106
Comm. Disorders	9	8	11	8	7	6	4	53
Criminal Justice	10	6	11	16	23	18	14	98
Econ./Bus. Admin.	47	36	55	44	29	27	12	250
Economics						2	1	3
Education				1				1
English	8	7	8	7	8	7	6	51
Foreign Language	1		2					3
Geology	2	1		2	1	1	3	10
History	4	8	4	1	5	4	8	34
Home Economics	1							1
Humanities	2	3	2	2	2	3		14
International Studies	1	1						2
Mathematics	3	1			1			5
Multiple Subjects	21	20	15	19	8	9	17	109
Music	3	4		1				8
Philosophy	2	1	2	2		2	1	10
Physical Education	15	10	9	16	12	18	15	95
Psychology	33	19	23	18	19	23	15	150

APPENDIX L (continued)

CHAPMAN COLLEGE BACHELOR'S DEGREES AWARDED BY MAJOR TO HOME CAMPUS STUDENTS:
1975/1976 — 1981/1982

Bachelor of Arts	1975-1976	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981	1981-1982	Total
Political Science	7	5	13	8	6	10	7	56
Recreation[a]			2		4	2		8
Religion	4	3	3	1	6	4	3	24
Social Science	6	6	7	6	6	9	8	48
Social Work[b]	10	9	12	13	11	12	12	79
Sociology	8	7	1	4	2	5	2	29
Spanish	1	1	1	2	5	2	1	13
Bachelor of Music	13	12	18	19	12	9	11	94
Bachelor of Science								
Biology	8	5	8	11	6	14	16	68
Business Admin.				2	15	45	59	121
Chemistry	9	2	2		3	2	4	22
Computer Science							1	1
Electronics						1		1
Geology	2	3	2					7
Health Science	2	7	5	7	11	11	6	49
Mathematics	1				1			3
Physics	1				1			2
Total Bachelor's Degrees	273	218	245	231	239	275	271	1,752

NOTE: Years cited run from July 1 through June 30. Information for the years 1975/1976 — 1979/1980 was taken from Chapman College, Self-study, 1980, pp. 103-104. Information for the years 1980/1981 and 1981/1982 was derived from Chapman College commencement programs, 1981-1982.

[a]A Physical Education degree.

[b]Previously, Social Welfare

APPENDIX M

CHAPMAN COLLEGE MASTER'S DEGREES AWARDED TO HOME CAMPUS STUDENTS:
1975/1976 — 1981/1982

Master of Arts	1975-1976	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981	1981-1982	Total
Business Admin.	12	8	9	8	1			38
Career Counseling							1	1
Clinical/Comm. Psy.		2	6	13	4	7	6	38
Correctional Couns.[a]	26	32	19	9	17	15	8	126
Criminal Justice Admin.				2	2	6	1	11
Developmental Psy.		1		4	5	7	4	21
Education	30	28	21	10	11	9	11	120
English	3	2	4	1	2			12
History	1		5	1		2	1	10
Humanistic Psy.				1				1
Marr. Fam. Child Couns.	23	29	16	13	16	23	13	133
School Counseling	9	8	15	2	7	6	3	50
Special Education	5	2	4	5	5	3	9	33
Master of Business Administration		24	14	28	38	22	18	144
Master of Science								
Comm. Disorders		3	4	7	8	3	9	34
Health Science						5	2	7
Sports Medicine							3	3
Total Master's Degrees	113	146	120	107	117	112	91	806

NOTE: Years cited run from July 1 through June 30. Information for the years 1975/1976 — 1979/1980 was taken from Chapman College, Self-study, 1980, p. 104. Information for the years 1980/1981 and 1981/1982 was derived from Chapman College commencement programs 1981-1982.

[a]Previously, Counseling

APPENDIX N

REC ADMINISTRATORS AND CHAPMAN COLLEGE PRESIDENTS

1924-1929 Arthur C. Braden, President

1929-1941 Cecil F. Cheverton, President

1942-1956 George N. Reeves, President

1957-1971 John L. Davis, President

- 1958-1961 Paul Demaree, Director: Evening College
- 1962-1964 Wilfred Landrus, Director: Evening College
- 1965-1967 Wilfred Landrus, Director: REC
- 1967-1969 Lloyd Lewan, Director: REC
- 1969-1970 Weldell Hammer, Director: REC

1971-1975 Donald C. Kleckner, President

- 1970-1974 John O'Connel, Chairman: REC
- 1975-1976 William Kennedy, Dean: REC
- 1976- William Kennedy, Vice President: REC

1977- G. T. Smith, President

NOTE: Information based on College catalogs (California Christian College, 1923/1924 — 1933/1934; Chapman College, 1934/1935 — 1982/1983) and interviews (Hammer, 1982; Kennedy, 1981; Kleckner, 1982; Landrus, 1981; Lewan, 1982a; O'Connel, 1982a; Reeves, 1982; Smith, 1983).